



## TNT (Tracking the New Through the *Times*)

Using *The New York Times* to Track the News

(<http://www.nytimes.com>)

### Step 1: Researching the Story

- Go to the New York Times website. (<http://www.nytimes.com>)
- On the left hand side of the screen under **News**, select **U.S.**
- In the middle of the screen there will three to four major headlines in **bold**, select one of your choice, using the following criteria to decide which one to use.

**Will this article allow you to “make connections”? Can you relate this article to:**

- something we studied (or are studying) in class?
- another (similar) event in history?
- other events you know about that may have led to this situation in the news?
- earlier presentations made by other class members?
- something that happened to you personally that relates to this story?

**Choose an article that you think has some importance for U.S. history.**

- Once you have your article, at the top right-hand side of the page select the icon “**Printer-Friendly-Format.**” Print out a hard copy of the article.
- Once you have the article, you need to complete the **Newspaper Article Reading Guide.** The entire guide must be completed to receive full credit (including three vocabulary words from the article with definitions).

### Step 2: Preparing to Tell the Story

- Create an outline about what you want to say and in what order you want to say it.
- Your presentation should contain the following components (presented in an order that makes it interesting):
  1. necessary background to understand the context and people involved.
  2. the basic facts—who, what, where, when, why (5Ws) and how (What)
  3. **the significance of this event to current American events.** (So What)
- Copy your notes on to a 3 x 5 note card.
- Collect any additional props you need—Powerpoint, pictures, maps, quotations, music, video clips, etc.
- Be prepared to use your note card for reference, but not to “read” it. Rehearse your presentation; try it out on a little brother or sister, your parents, your dog or in front of the mirror.

### Step 3: Telling the Story

- Make a five minute presentation to the class at the very beginning of the block on the day you have been assigned—this will be our “warm-up” activity each day.
- Have an “opener” that grabs people’s attention and allows the audience to identify with you. Here are some possible ways to do that:
  - Anecdotal story: “Once upon a time...”
  - Illustration: Show a picture or painting or point something out on a map
  - Quotation: Quote a person from the article
  - Music: Play an excerpt of a song or piece of music that relates to the story
  - Video: Show a short video clip about the story
  - Humor: Tell a humorous story or joke
  - Present a startling fact or story
  - Ask a rhetorical question
- Make eye contact with your audience.
- ”Show” as well as tell
- Make it a story the class will enjoy hearing about. Pay attention to timing (the “drama” of the story). Make it suspenseful.
- Most importantly, **make a connection** between this current event and:
  - other things we have studied in class.
  - another (similar) historical event.
  - another recent event in the news.
  - something that happened to you personally that relates to this story.
  - what you think caused it to happen.
  - earlier presentations made by other class members on the same subject.
  - what you think will be the importance of this event to U.S. history (So What).
- Try to leave the audience with a thought-provoking question or idea at the end.